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ABSTRACT

An evaluation of the Curriculum Resource Centre (CRC)-Library Services for the Nanaimo (British Columbia) School District is presented in this report, which is based on surveys, interviews, observations, tours, discussions, readings, and meetings conducted by the team members during the course of the study. The evaluation team consisted of two teachers, two administrators, and two external reviewers. This final report presents the process framework, a historical review of CRC and Library Services, and 38 recommendations with supporting rationale. The recommendations address five areas of concern: (1) the integration of library services and the CRC; (2) the upgrading of the collection at the CRC with an up-to-date organized catalog; (3) the need for increased clerical support staff in library services and the CRC; (4) the development of a fully coordinated library program (K-12); and (5) the upgrading of school library collections, particularly in schools that have changed focus. The 13 appendixes provide supporting materials and data, including copies of two questionnaires used to gather data. (5 references) (EW)

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Resource Services for Nanaimo Schools

Curriculum Resource Centre and Library Services

Report of the Evaluation Team

April 1988

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Foreword

At the request of the Deputy Superintendent, an evaluation team was formed in the fall of 1987 to review and evaluate the CRC and Library Services in School District #68 (Nanaimo).

The following report is a result of surveys, interviews, observations, tours, discussions, readings and meetings conducted by the Team members during the course of the evaluation.

The Evaluation Team

Gordon Brown	Principal, Rock City Elementary School
Wayne Groutage	Director, Provincial Educational Media Centre, Richmond, B.C.
Donald Hamilton	Acting Head, Reference Division, University of Victoria Library
Don Hampton	Teacher, Woodlands Junior Secondary School (co-chairperson)
Ray Kocher	Vice-Principal, Woodlands Jr. Secondary School (co-chairperson)
Joan Wouters	Teacher, Rock City Elementary School

Executive Summary

The Curriculum Resource Centre - Library Services evaluation was carried out by a combined internal-external review team. The team was comprised of two teachers and two administrative officers from School District #68, the Director, Provincial Educational Media Centre and the Acting Head, Reference Division, University of Victoria Library.

Information gathering occurred between November 15, 1987 and January 31, 1988. The writing of the report took place between February 1 and March 31, 1988. The final report consists of the process framework, a historical perspective of CRC and Library Services, the recommendations with supporting rationale, and appendices.

The Evaluation Team found that the Library Services program and the Curriculum Resource Centre were highly valued in School District #68 and contributed significantly to instructional programs.

Based on its observations and data collection, the Team has made 38 recommendations. Each of the recommendations has a supporting statement or rationale. There are five main areas of concern.

1. The integration of Library Services and CRC.
2. The upgrading of the collection at CRC with an up-to-date organized catalogue.
3. The need for increased clerical support staff in Library Services and CRC.
4. The development of a fully coordinated library program K-12.
5. The upgrading of school library collections, particularly in schools that have changed focus.

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Chapter 1: The Charge

On November 9, 1987, the CRC - Library Services Evaluation Team along with the Fine Arts Evaluation Team met with the Deputy Superintendent at the CRC. At the meeting the team was given an overview of its task and provided with the booklet Evaluation Plan. The booklet published by School District #68 provided some suggestions and guidelines for carrying out a program evaluation. Following the meeting, the team met and tentatively identified its objectives, the process to be followed, a timeline and immediate tasks.

The objectives were:

1. To determine and describe the current status of the services provided by the CRC, the program offered by the Library Services and the relationship between the two.
2. To assess the current status of the service provided by the CRC and the programs offered by Library services in terms of what the personnel of District #68 commonly believe about those services and programs.
3. To compare the current status and the commonly held district beliefs of "what should be" based on what is generally accepted as appropriate in the rest of B.C. and in other regions of Canada.
4. To make recommendations based on assessments and observations.
5. To provide some direction for short and long term planning.

The process was:

1. To collect data and information about the CRC and Library Services through:
    a. interviews (formal and informal / structured and unstructured) with:
        -teachers
        -teacher-librarians
        -principals
        -district staff
        -support staff.
    b. school tours and visits.

c. questionnaires to all teachers, teacher-librarians and school based administrative officers. (See Appendices 1-6)

d. presentations, written submissions and letters.

2. To acquire knowledge of systems, programs, services and processes outside of Nanaimo through:
   a. readings (see bibliography).
   b. discussions with and presentations by the two external team members, both of whom are considered to be experts in their fields.
3. To meet as a team to:
   a. establish and ensure the evaluation process was carried out.
   b. prepare questions for interviews and questionnaires.
   c. discuss and analyze collected data.
   d. make recommendations.
   e. prepare an interim report to support budget considerations for 1988/89.
   f. prepare a final report

The timeline was:

1. To meet as a team every 2-3 weeks.
2. To have the questionnaire distributed by mid-December 1987.
3. To complete the interviews by mid January 1988.
4. To have the questionnaire information tabulated by the end of January 1988.
5. To have recommendations and initial writings completed by mid-February 1988.
6. To have the rough draft of the report completed by mid-February 1988.
7. To submit the final report by the end of March 1988.

CHAPTER 2: Data Collection

1. Structured Interviews - Six secondary schools and fourteen elementary schools were targeted as sites for the structured interviews. The elementary schools were selected with factors such as size, single or dual track, and location taken into consideration. Each of the four in-district team members went to five schools to carry out the interviews. In each school, an attempt was made to interview at least two teachers selected at random, the teacher-librarian, and the principal. About 80 individual interviews, each of 20 to 40 minutes in length, were conducted. The questions asked in these interviews form Appendix 1. Appendix 2 summarizes the responses received in those interviews.

Schools at which interviews took place were:

Bayview Elementary
Cedar Jr. Sec.
Chase River Elementary
Ciliare Elementary
Dufferin Cresent Elementary
Fairview Elementary
Forest Park Elementary
Gabriola Elementary
Georgia Avenue Elementary
Harewood Elementary
John Barsby Jr. Sec.
Ladysmith Community School
NDSS
North Oyster Elementary
Pauline Haarer Elementary (Principal only)
Pleasant Valley Elementary
Rutherford Community Elementary
Seaview Elementary
Uplands Elementary
Wellington Jr. Sec.
Woodlands Jr. Sec.

2. Presentations The entire team met with and received presentations from the Superintendent of Schools, the Deputy Superintendent, the Assistant Superintendent Elementary Schools, the Assistant Superintendent Secondary Schools, the Principal of Special Services (for the Assistant Superintendent - Special Services), the Coordinator-CRC, the Coordinator-Library Services, and two Steps To Maturity Resource Teachers.

3. On-Site Informal Interviews - Individual team members held on site discussions pertinent to the evaluation with CRC support staff, the District French Principal and the Primary/Intermediate Resource Teacher.

4. Special Meetings - Under the chairmanship of the Deputy Superintendent, the Coordinator-Library Services and Don Hampton, met with the district teacher-librarians and CRC support staff to explain the purpose of the evaluation and to invite written submissions and/or presentations to the evaluation team. Donald Hamilton met with the district teacher-librarians to explain the evaluation and answer questions about the processes planned. He asked them to provide written descriptions of their library programs.

5. Tours and Visits - Tours and visits were individually undertaken by the external team members. Wayne Groutage toured the CRC Facility and talked to most of the staff. Donald Hamilton visited the Library Services area at the CRC, school libraries in Waterloo, Park Avenue, and Pauline Haarer Elementary Schools and Nanaimo and District Senior Secondary School.

6. Questionnaire - A questionnaire, designed by the team as a needs assessment instrument, was given to all school based teachers and administrative officers. (See Appendix 3). The questionnaire comprised of 42 questions was developed from sixty-five statements of job descriptions and functions provided by the Coordinator of Library Services and the Coordinator of the CRC. The questionnaire required respondents to express the degree to which they agreed that the statement reflected the current situation and the degree to which they valued that statement. Discrepancies between "what is" and "what should be" are considered to be needs which should be addressed.

Of the 600+ questionnaires distributed, the team received 377 responses in time to be included in the tabulation of results. Another 20+ were received too late to be included. This rate of return on such a questionnaire is considered to be very good.

The teacher-librarians were given a questionnaire that included the first 20 questions from the teacher questionnaire regarding service provided by the CRC. They were not asked to respond to the remaining questions as they related to assessing the teacher-librarian's own program. The teacher-librarians rate of return on the questionnaire was 23 of 29. This rate of return is also considered very good.

Both questionnaires contained an open response section. About 100 respondents provided additional comments or information. These responses were read by all team members. Recurring ideas or concerns were recorded by team members. The responses to the questionnaire have been tabulated in Appendices 4,5 and 6.

7. Written Submissions - Letters and written presentations were received from the Steps To Maturity Resource Teachers, the Primary-Intermediate Resource teacher, the teacher-librarian at Mt. Benson, a clerk at the CRC, and the SLC of Pauline Haarer. These materials have been read and discussed by all team members. They have been included in the file of Working Papers submitted with this report. (See Appendix 13)

CHAPTER 3: Development of CRC and Library Services

A. The Curriculum Resources Centre:

Report prepared by the Coordinator, CRC

The Resource Centre Media (A-V) services began in the 1960's as a primarily print oriented service with a central library. In 1963/64 the service was expanded to provide films and kit materials to schools in the district. The resource centre was then housed in what is currently the Special Services building.

In 1975/76 a committee was struck to redefine the role of the resource centre. New policy guidelines and job descriptions were prepared. This action brought about the first phase in the evaluation of the current CRC services.

In 1978 it was decided to conduct an external/internal evaluation of services. A number of important recommendations and comments regarding the resource centre were made in that report indicated:

1. At that time there were a number of useful services scattered about the district. It was suggested that these be concentrated in a single location, easily accessible and where professional staff would be available.

2. Equipment, materials and facilities at the school level required upgrading in terms of kind and quantity. This was especially true for videotape equipment.

3. Greater awareness of the variety of materials already available was required.

4. There was an expressed need for para-professional staff (CRC library aide and media production technician).

5. The resource centre policy and job descriptions of staff with senior level responsibility should be examined to reflect a more integrated concept of services.

That report served as the starting point for the next phase of growth and reorganization. The Curriculum Resources Centre, as it was then known, was moved from the previous building to the Quennel School and Annex. The "scattered" district services were accommodated in the CRC complex. Central office staffing was increased as indicated by the recommendations in the evaluation report. Shareable funding was sought to equip the schools with video equipment. Materials were put into place to inform teachers of the CRC services. Job descriptions were rewritten to reflect changing job roles. That period was characterized by growth and new initiatives.

At the provincial level, the process of textbook acquisition underwent a major change requiring central office management of the funding provided to schools for textbook acquisition.

The restraint period which followed had a significant impact on the CRC. Staffing levels and funding allocations for the purchase of materials were significantly affected. At the same time, district level professional support staff decreased and the CRC was left with the responsibility of managing the collections of materials which had been developed by district level professional support staff.

This period can be characterized by two words - consolidation and survival. There was little opportunity, in terms of funding or staff time to develop new initiatives. However, some funding was available for the acquisition/replacement of circulating materials. In addition, the first phase for the changeover of computer systems was started. This has continued and in 1988, the CRC will, for the first time, be in the position of generating catalogues and bibliographies from an in-house database while maintaining all previous circulation functions.

District level professional support staff increases have resulted in the beginning of a return to the previous role of a professional development and training centre which had been considerably reduced.

B. Library Services and The School Library Program:

Report prepared by the Coordinator-Library Services

Elementary school library service succumbed to a referendum defeat in 1970 and in spite of the valiant attempts by both volunteer parents and teachers, library collections were either poorly maintained or non-existent. The district was not hiring teacher-librarians, funding was inadequate and collection development was haphazard at best.

Neither students nor teachers were geared toward library use. The time for change had come.

Our district began to recognize the need for providing library resources and program, and a review committee was struck. It was on its recommendation that a team of three qualified teacher-librarians was appointed and charged with the responsibility of restructuring the system. Senior administration gave free reign along with a modest budget, and the team got on with the task of determining need and implementation methods.

The team, which evolved into Library Services, wanted to create an invaluable service that would never again be susceptible to complete annihilation regardless of future budgetary restraints. One that the classroom teacher would consider essential to successful teaching.

The initial action was to spend time in each school surveying the users to ascertain their areas of need. Library Services determined that for the service to be perceived as being credible, qualified individuals, not those who shunned the regular classroom, were required. Clearly established procedures and acceptable standards were to be established, and a flexible staffing formula that would be sensitive to fluctuating enrollments was necessary. Library Services realized that within the district there was a perceived feeling of "have" and "have not" schools. It was decided to make certain that each school, regardless of size, received an equitable share of the available time.

The plan conceived was one unique to the needs of our district. Library Services proposed that "teams" of teacher-librarians be appointed as district staff rather than the normal practice of having school level assignments. Each teacher-librarian had successful classroom experience and library course work. Successful candidates were paired, where

possible, with someone with a complementary expertise such as a primary individual with an intermediate or a social studies major with a science major. Each "team" had a clerical assistant assigned and together they were responsible for approximately 6 schools per team. The number of students, staff, proximity to schools, and special needs were considered in assigning team responsibilities.

Material selection was done at the school level to ensure that special needs were met but all ordering, receiving and processing was done centrally in order to attain uniformity and consistency throughout the district.

Regular Friday afternoon meetings were established during school time to encourage a sharing of expertise, as well as establishing the necessary camaraderie.

While formulating plans, Library Services addressed the task of bringing some semblance of order to the existing facilities. A convenient schedule was established, then each team moved into a school, closed the doors and totally reorganized the existing collection. For the most part the teams averaged five days per school.

The first year of implementation was difficult but successful and while the sailing has been far from smooth, September 1987 marked our 13th year in operation. Twenty-two teacher-librarians, one technician, and six support staff now serve the district needs with the strong backing and support of both principals and classroom teachers. All elementary schools and an increasing number of secondary schools now participate in the Library Services program.

The isolation inherent in an itinerant position proved difficult. Some people found it unacceptable and have since returned to the classroom. It also became clear that knowledge of the curriculum, teaching practices, management techniques, and library skills were all of importance.

With our district staff budget, Library Services was able to buy processing items in bulk to obtain a larger discounts from book distributors, and to purchase expensive professional books, journals, posters, etc., for which individual school budgets would not allow.

There was strength in numbers when difficulties arose, and teacher-librarians shared expertise and ideas. By establishing a uniform system, any child or teacher could move from one school to another school and know that the library procedures would be the same. Meetings facilitated interlibrary loans and allowed teacher-librarians to use time more effectively by sharing reviews and articles.

The plan, while not without its growing pains, offers an equitable service to all schools. As well, it is efficient and economical in its use of human and material resources.

CHAPTER 4 The Recommendations:

Organizational Structure

Recommendation 1

That the Deputy and Assistant Superintendents, the Coordinator-CRC , the Coordinator-Library Services and a representative of the N.D.T.A. should form the District Learning Resources Council, a body that would formulate policy on matters relating to the mandate of the CRC and Library Services.

The operational arm of this Council will be the Deputy Superintendent and Coordinator-CRC and Coordinator-Library Services. The Council will not meet frequently, but should receive input from Board, Administration, the public and teachers. Its terms of reference should provide for policy formulation, priority setting for collection development, and services development. (See Appendix 12 for an illustration of this structure)

In its simplest structure, the Coordinator CRC manages the CRC and Coordinator-Library Services provides consultative services for school libraries and teacher-librarians. Both are responsible to the Deputy Superintendent for the delivery of learning resources throughout the district.

Recommendation 2

That the Board clarify the relationship of the Coordinator-CRC and Coordinator-Library Services

The Team believes that there is ample purpose in maintaining these two positions at the existing level. What is needed is a redefinition of their mutual functions with recognition that each needs the other. It is proposed that the Coordinator-Library Services continue to provide leadership for the District School Library Program. The Coordinator-CRC must continue to provide services on a district basis, but must come to recognize that through the teacher-librarian in each school, those services can become known and distributed more effectively.

The Coordinator-Library Services will become directly responsible for all ordering, processing and cataloguing of materials for CRC and for schools. The Coordinator-CRC will remain the manager for the CRC which must become more visible as a central teacher centre complete with a teacher's collection now scattered among: Special Education, Steps to Maturity, Curriculum Library, CRC Non-Print Collection, and Teacher's Professional Library. All these collections must be brought into a common catalogue and while physical separation may be necessary, it is not seen as critical if the complete collection is accessible to teachers and the public.

Recommendation 3

That the Coordinator-Library Services and the Coordinator-CRC be recognized as District "consultants" in their respective specialties.

The Team wishes to reaffirm that these positions are valid, important and essential in the district. Their expertise should be widely used in shaping the quality of learning experiences that touch the students of the area.

CHAPTER 5 The Recommendations:

The School Library Program

The school library program may be defined as: what happens in a school that has assembled and structured the key elements towards its functioning: space, materials, personnel , and purpose that will relate those resources (and the skills necessary to use them) to the overall learning/teaching program of the school.

Through its visits, interviews, and questionnaires the Team is satisfied that a "school library program" exists in all schools in the system. All schools have library spaces, material, personnel, and purpose. There are many interpretations of that program between individual schools and between the elementary and secondary levels. It must be recognized that a school library program needs to be developed as part of an individual school's goals. Since schools have many common objectives, it is reasonable to search for common factors in the library programs.

By developing an "elementary school library" unit at the district level, the district was able to establish a reasonably unified, consistent, standard, elementary school library program. The leadership for that action has come from the present Coordinator who is fully convinced that the key to a successful school library program is appropriately motivated and trained personnel. Each school provides, through design and history, a library space with a collection. For the most part those spaces are distinct, identifiable areas for a library function (although many are far too small when measured against common sense, let alone national standards). Each school has established a collection which may or may not be relevant to the needs of the school. Out of those conditions, the teacher-librarian has a responsibility to maximize the value of the space and materials. Then drawing from his or her training and experience develop a school library program.

Relatively, Nanaimo does not spend very much money on the school library program. Nanaimo is 4th out of 4 districts of comparable size in its budget for school library materials . It is in the bottom 10% when compared on a per capita basis to all other districts in the Province. (See Appendix 7)

It costs the district just over $100.00 per student for the total library service, including all school library personnel and the Library Services staff. (See Appendix 9). When this cost is compared to the $4100.00 it costs to educate each student in the district, it is possible to see the incredible value that is being given for very little cost. Unless the district recognizes that this value is there, and acknowledges that value through increased support, much will be lost. There is a point when the returns from the investment diminish as the support declines. More money must be spent to improve the quality of collections, and the adequacy of clerical support. Improving those two elements will make it possible for the teacher-librarians and their Coordinator to deliver high quality school library programs in the schools.

Recommendation 4

That the Coordinator-Library Services position be expanded to include the coordination and development of a District school library program from K-12.

When the elementary schools needed direction, coordination through a central office was clearly expedient. As the program developed and as each school reached a district standard of service, the elementary-secondary differences have become blurred. The secondary schools developed school libraries through distinct material and space demands supported, in part by accreditation standards and traditional patterns. There is no longer a separation between elementary and secondary school libraries in the district. All that is not in place, is this natural extension of coordination through the Coordinator-Library Services.

It is obvious that a Coordinator would benefit school library program development throughout the district. It must be acknowledged that this expansion of responsibility will result in an increased workload and, perhaps, changed priorities for the Coordinator. It is essential that adequate clerical staff and appropriate office space be at the disposal of the Coordinator.

Specifically, the Coordinator would assist in

- program development and clarification between elementary and secondary schools
- material sharing and networking between all schools
- collection clarification and development
- ensuring that "qualified" teacher-librarians and trained support staff are in place throughout the system
- delivering quality in-service opportunities for all teacher-librarians and teachers
- developing closer liaison between CRC and the schools through teacher-librarians

- supporting principals and teacher-librarians in developing quality instructional programs
- facilitating communication with the Board and District Staff regarding school library policies

A. School Library Program /Space:

Recommendation 5

That an internal review be undertaken by the Coordinator-Library Services and the Deputy Superintendent of all school library quarters to develop action plans for renovations and, or expansion, as required.

The question of reasonable quarters for school libraries was constantly raised in the study by teachers, teacher-librarians and principals. Several elementary and secondary schools suffer from inadequate space and tawdry furnishings.

B. School Library Program /Collection

It is abundantly clear that the provision of materials for the school libraries in the district is not adequate. The statistics provided by the BCTLA (See Appendix 7: A Comparison of Library Services...) reveal that Nanaimo school libraries received funding that ranked 41st out of 51 districts for elementary schools and 52nd out of 55 for secondary. The low level of funding for materials has reduced the quality of the library collections to a level that seriously affects the ability of the teacher-librarian to develop a viable program.

In 1986-87, the district provided $10.06 per pupil for school library materials. This sum applied to a school of 400 pupils would have purchased, perhaps, 150 books, 30 or 40 recordings, cassette tapes, slides, kits, filmstrips or computer programs, and renewed 20 periodical titles. One encyclopedia might have been updated. This sum would barely update old material in the library. The 150 new books would not replace the 200 titles that would have worn out, disappeared, or become outdated. There are no funds here to provide information and reading materials to support new curriculum areas, special reading interests, or the needs of special learners. There are simply not enough resources to maintain the library program as a vital part of the learning program of the school.

Recommendation 6

That each school staff and each school teacher-librarian determine the extent of resource needs for its library and present these requirements to the Coordinator-Library Services who will develop a District School Library Materials Budget as a specific request in annual budget submissions.

The collection of each school library must reflect the school library program of that school which in turn must be related to the curriculum objectives and priorities set out by that school. This recommendation could lead to greater involvement of the school staff in determining the direction of that school library program. This would end the long established practice of supporting the school library program with formulas, such as $10.06 per student (in 1987-88), that have little to do with the needs or purpose of the individual school or school library.

Recommendation 7

That the Interim Report request for $200,000 ($156,000 for school libraries and $44,000 for CRC materials) be apportioned in the following manner:
Each school staff be asked to assess an area within their school library that requires serious updating. In addition, CRC would review its collection as well. (An area might refer to non-print, fiction, social studies or science materials, periodicals and indexes.) On the basis of that assessment, a proposal would be submitted by each school to the Deputy Superintendent for action by the Coordinators of Library Services and the CRC. The $200,000 would be allocated in response to these requests. (A copy of the Interim Report is Appendix 11)

It is anticipated that each school will become more knowledgeable about the quality of the total collection in that school as a result of this exercise. While funds will likely not be sufficient in this single infusion to complete the task of upgrading the collection, the on-going process which is in Recommendation 6 will be started. The process suggested here is called "targeted funding". Those who can clearly describe and defend their needs will receive funds to satisfy those requirements.

Recommendation 8

That a specific budget allocation be made available to the Coordinator-Library Services to address material needs on a district Basis.

This budget allocation could provide the Coordinator-Library Services with funds to assist special, short notice programs within a school or the whole district, and to remedy collection problems in specific schools. For example, there could be a district policy for encyclopedia replacement, with special discounts available for large purchases. The fund would cover special problems that could not be anticipated in normal budget procedures. This allocation could be made by the District Learning Resources Council.

Recommendation 9

That the Coordinator-Library Services establish demonstration collections of new materials related to newly prescribed curricula by the Ministry of Education.

Such collections would be invaluable to teacher-librarians, as they develop collections in the schools, of quality materials that have a direct relationship to the curriculum priorities of the teachers. Materials in the demonstration collections would be selected by the Coordinator-Library Services and teacher-librarians, and administered by the Coordinator-CRC as part of the CRC.

Recommendation 10

That the Coordinator-Library Services and the Coordinator-CRC develop appropriate policies and procedures for the district (K-12) ordering and cataloguing of materials for school libraries and the Curriculum Resources Centre.

It would be the responsibility of the Coordinator-Library Services to implement systems for the ordering and cataloguing of materials for school libraries and the CRC, including all the collections that are part of the function of the special curriculum coordinators and consultants. This task will require additional support staff, preferably at the Library Technician level.

Recommendation 11

That the Coordinator-Library Services must have an active role in the selection process of materials for the CRC collections.

C. School Library Program/Personnel

The Interim Report in January 1988, requested an immediate expansion of clerical support by five full time positions. While that recommendation was a stopgap measure aimed at addressing what was clearly a serious omission, the question of on-going clerical support to the school libraries remains.

Sources and Resources: A Handbook for the Teacher-Librarians of B.C. produced by the Ministry of Education and the B.C. School Librarians Association in 1978, suggested that clerical support time match that of the teacher-librarian. In a simplistic definition, the library clerk, aide or technician should be associated with the **operational** nature of the library; tnat is, they can take up the day-to-day concerns connected with the library as an entity. On the other hand, the teacher-librarian is the director of the program and determines its relationship to the life of the school. It is the teacher-librarian who must choose appropriate materials for child and student and interact with the teacher to ensure that through the provision of those appropriate materials, significant learning activities are planned and measured. The clerical assistant is concerned with **now**. The teacher-librarian is concerned with the **future** of the child.

What is particularly difficult to assess is the effect of not providing adequate support for the operational activities of the library and its program. It is easy to see the library. The program that uses the library as a focal point, is not as easily perceived. The program requires the active participative, collaborative action of teacher and teacher-librarian. It is, however, very easy for both parts to neglect the other, especially if the day-to-day operational necessities become the first order. That is the situation in every Nanaimo school library today. The Evaluation Team has found that many teachers and principals believe that teacher-librarians in the district are expected to perform clerical, operational tasks at the expense of working with teachers to develop valuable learning experiences. This condition is recognized by the teacher-librarians themselves as they attempt to balance these two dimensions of the position.

It is difficult to dispute the perception that the teacher-librarian could be replaced by a clerk, when all that is done appears to be clerical! The teacher-librarian who must act as clerk will have incredible difficulties doing more than that! There is just too much detail in the operation of a school library to ignore the necessities of those day-to-day routines. Yet

the instructional role of the teacher-librarian will be subverted if the **library** becomes the focus, rather than the **school**. There must be a balance between the clerical and professional roles.

The best possible situation would be to have full time clerical coverage for every school library so that the space and collection would be open at all times. The program elements would then be delivered by a teacher-librarian on the basis of numbers. The experience in Nanaimo in recent years has left the clerical assistance out of the formula. Given the realities of school demands and finances, a different formula must be devised. Following is the present level of staffing in the Elementary school libraries of the district:

School	Enrollment	Teacher-Librarians	Clerical
Bayview	207	0.5	
Brechin	303	0.8	
Chase River	304	0.7	
Cilaire	176	0.4	
Davis Road	142	0.4	
Departure Bay	289	0.7	
Diamond	32	0.1	
Dufferin	326	0.8	
Fairview	465	1	
Forest Park	322	0.7	
Gabriola	235	0.5	
Georgia	336	0.8	
Hammond Bay	186	0.4	
Harbour View	25	0.1	
Harewood	199	0.5	
Ladysmith Inter.	265	0.5	
Ladysmith Primary	227	0.6	
Mt. Benson	316	0.8	
Mt. View	223	0.5	
North Cedar	161	0.5	
North Oyster	214	0.5	
Park Ave.	285	0.6	
Paulene Haarer	254	0.6	
Pleasant Valley	198	0.4	
Princess Anne	108	0.4	
Princess Royal	122	0.3	
Quarterway	132	0.3	
Rock City	378	1	
Rutherford	479	1	
Seaview	414	0.9	
Uplands	370	0.8	
Waterloo	172	0.4	
Woodbank	269	0.5	
Totals	**8134**	19	3
		average 428	2711

The Nanaimo system employs 19 teacher-librarians to provide the library program and services to 8134 elementary school children. The average of 428 pupils to 1 teacher-librarian is close to the 400 figure suggested as a standard by *Sources and Resources: A Handbook for the Teacher-Librarians of B.C.* in 1979. Those numbers do not reveal the whole story. The present statistics on clerical support indicate 3 clericals assist 19 teacher-librarians in 32 schools. In pupil terms that ratio is **2711** to **1.** The issue is not merely numbers. Given the small school orientation of the district it is very difficult to provide a quality program when human resources are so thinly spread.

Recommendation 12

That the present allocation of teacher-librarian time to the elementary schools be restructured under the following broad principles:

a) that no teacher-librarian be expected to provide service to a school regardless of size for less than one day per week. This would mean that the least service any school would receive would be .2.

b) that no teacher-librarian be assigned to more than two schools

c) that schools enrolling special classes consider each special class to be the equivalent of 25 regular students when applying these minimums.

d) that schools over 400 pupils would have the services of 1 teacher-librarian

e) that schools over 300 pupils would have at least a 0.8 teacher-librarian

f) that schools over 100 pupils would receive at least .5 teacher-librarian service.

Teacher-librarians who are given .5 appointments should be assigned to two schools with the expectation that each school would be visited each day if conditions allow. It would be appropriate that morning or afternoon contact be developed although rotation should be considered. The practice of 2 days in one school and 3 in another is not recommended, but the provision of daily service may not be possible in the district given the wide separation of schools over the "elongated" service area.

g) that schools under 100 pupils receive at least .2 (one day) teacher-librarian service.

The teacher-librarian on this assignment would:

- develop cooperative units with teachers
- work with teachers to select and acquire the best materials for the library
- provide a liaison function to the CRC for teachers
- provide in-service sessions to teachers regarding basic library and research skills that must be acquired by all students.

If this formula was applied, in full, to the present system, it would result in an increase of .8 teacher-librarians. (See Appendix 10)

Recommendation 13

That the levels of clerical support in the Elementary schools be increased over the next three years to the following formula:

3 Schools over 400 students =1 full time clerical position
10 Schools over 300 students = .8 clerical position
11 Schools over 200 students = .6 clerical position
8 Schools over 100 students= .4 clerical position
2 schools under 100 pupils= 0 clerical assistance

By establishing these values as minimum service levels, it will be possible to see each elementary school library capable of remaining open to students, classes and teachers for most, if not all of the day. It will be possible to expect that the library in the school will be available to students before and after school and during the lunch period. It will be possible for the teacher-librarian to work cooperatively with teachers to develop meaningful research activities for children, to ensure that reading programs reach all children, and that skills necessary to everyday life are learned in context. That teacher-librarian will not be bound to the "library" but can participate in classroom activities providing a vital link to resources and the skills necessary to use them.

These minimum levels of clerical assistance to the school libraries are close to the values once maintained by the district but lost due to restraint. They would when fully implemented result in an increase from 3 school positions to 19.4. (Appendix 10 outlines this pattern on the existing system)

It would fall to the Coordinator-Library Services to establish an intensive training program for these clerical positions. Whenever possible those on .5 assignments should be assigned to the same schools as the teacher-librarian. The formula is based on multiples of .2 so that full day assignments are possible if desired.

Recommendation 14

That the level of teacher-librarian service in the Secondary schools be increased to a minimum formula of 1 teacher-librarian for schools of 400 - 600 students. For each 100 students above or below that number the staffing should be adjusted on a .2 increment . In that case a school of 1100 students would have the services of 2 teacher librarians.

A. Current enrollment and staffing figures for the Secondary Schools

School	Pupils	Teacher-Librarians (T.L.)
Barsby	682	1.0
Cedar	305	0.5
Ladysmith	532	1.0
NDSS	1647	2.0
Wellington	799	1.0
Woodlands	709	1.0
		6.0

B. Anticipated reorganization of secondary system 1989-90

School	Pupils	Proposed T.L.	Proposed Clerical
Barsby	992	1.8	1.8
Cedar	287	0.6	.6
Ladysmith	525	1.0	1.0
NDSS	953	1.8	1.8
Wellington	921	1.6	1.6
Woodlands	921	1.6	1.6
		8.4	8.4

Recommendation 15

That every secondary school have clerical assistance on the same formula as the teacher-librarian. [Recommendation 14]

Recommendation 16

That the role of the Coordinator-Library Services be clarified with principals.

It must be clear that the Coordinator is expected

- to ensure that individuals who seek teacher-librarian positions are appropriately qualified.
- to assist in all matters concerning the library in the school, upon request.
- to advise each principal, when requested to do so, on the school library program in that school.

Recommendation 17

That the present policies relating to the qualifications of teacher -librarians be clarified and adhered to throughout the entire system K-12. It should not be necessary to allow more than three years for incumbents to complete a basic program of library education.

Recommendation 18

That the post-baccalaureate "Diploma in School Librarianship" now offered by UBC and UVic, or its equivalent from other institutions, be gradually recognized to be the minimum requirement for people newly assigned as a teacher -librarian in the district.

Recommendation 19

That all teacher-librarians be required, as part of their job descriptions, to attend meetings and in-service programs scheduled by the Coordinator.

D. School Library Program/Purpose

Recommendation 20

That the Coordinator-Library Services should be responsible for the development of CRC liaison with each teacher-librarian.

The Evaluation Team believes that the school library provides an established resource base for each school in the district. If a distinct liaison relationship can be established, linking the CRC with each school library, much useful collection sharing and enrichment could take place.

Recommendation 21

The Coordinator-Library Services must be encouraged to undertake the sponsorship of an on-going series of workshops for teachers, at all levels, regarding the function of the school library and resource based approaches to teaching.

These workshops and in-service meetings should involve all special areas of interest such as: computers, family life, French, and guidance.

Recommendation 22

The Coordinator-Library Services must involve every teacher-librarian in expanding the school library into a multimedia centre.

It is no longer possible to see the school library as a print only facility. It is imperative that a broader view of "learning resources" be adopted with the recognition that the CRC services will also change.

CHAPTER 6 The Recommendations:

The Curriculum Resource Centre

Historically, district resource centres have been established primarily to facilitate the district-wide sharing of high cost resources. Most 16mm film collections, for example, are centrally housed and circulated.

While this traditional role will continue to have some validity, three trends are causing resource centres to change their focus.

(a) Video and micro computer software is being used with increasing frequency in classrooms. Because of their comparatively low prices, video programs can be added to school collections. Because of the way in which it is used, microcomputer software is most often held at the school.

(b) Video and microware are being more closely linked to curriculum, and are moving into the position of being key resources in a number of subject areas. There is a major requirement to help teachers effectively use these new resources.

(c) The rapid growth in the amount of information available to us, and the technologies to deliver it, require some mechanism to assist teachers in identifying and accessing information.

Recommendations for the CRC suggest some strategies for dealing with these trends. They will focus on the establishment of a "network" to assist in the evaluation, acquisition, distribution, and utilization of non-print resources. They will also look at the establishment of a centre that both facilitates the provision of services, and provides strong support for teachers in their planning, preparation and professional development.

Recommendation 23

That the District Learning Resources Council set annual evaluation and acquisition priorities for the CRC.

It is important that there be established acquisition priorities for the CRC, and that these become widely known throughout the district. Priorities may be related to current curriculum revisions and/or district initiatives. Some funding should be set aside for collection maintenance through the acquisition of the best new curriculum related resources that are produced each year.

Recommendation 24

That the Coordinator-CRC, design and implement policies to encourage the growth of school based media collections consistent with district priorities and set aside a percentage of the CRC acquisitions budget for this purpose.

Video and micro computer software lend themselves well to being held in school libraries for both teacher and student use. With home video players, students can borrow videos in the same way they do books to help in researching for assignments. The Coordinator-CRC can make arrangements for purchasing key resources in bulk, or in the case of video, "stacking" certain curriculum related programs on a single tape.

Recommendation 25

That the Coordinator-CRC work closely with the Coordinator-Library Services to establish a "network" to assist in the identification, evaluation, and delivery of media resources, and to assist teachers and students in effectively utilizing these resources.

The teacher-librarians are in an ideal position to inform the Coordinator-CRC of what resources are required by teachers. As well, they can assist the CRC in informing teachers of new CRC titles, and help teachers integrate these resources into their lesson planning. The Coordinator-CRC should attend and be part of the agenda at all Library Services meetings to facilitate the exchange of this information.

Recommendation 26

That the Coordinator-CRC establish and implement policies and procedures for collection development, utilizing teacher committees and teacher-librarians.

For each priority area established by the District Learning Resources Council, the Coordinator-CRC should establish committees made up of teachers, to evaluate new materials, review current holdings, and make recommendations for acquisitions and

deletions to the CRC collection. The teacher-librarians and the Coordinator-Library Services should be participants in an on-going process of assessing areas of need and assisting with evaluation of resources.

Recommendation 27

That the Coordinator-CRC expand his activities in the in-service area to assist teachers in effective utilization of non-print media.

Much of this can be accomplished by working with the teacher-librarians. School staff indicated that they would like to see the Coordinator-CRC in schools more often. Teacher in-service in the use of non-print resources is an area of need. Attention should be given to specific subject areas (e.g. media resources in the social studies) for specific teacher groups (e.g. grade 6 teachers)

Recommendation 28

That the development and distribution of a new CRC catalogue be made a district priority.

An up-to-date, well organized and readily available catalogue is critical to the effective operation of a district media centre. Because of the conversion to a new computer system with a computerized catalogue program, the current catalogue is three years out of date. The development of the catalogue is being done by the booking clerks on a part-time basis. Many new titles are not getting wide circulation because teachers do not know about them. The catalogue database should be designed so that it can be distributed electronically, as well as in printed form.

Recommendation 29

That the district only purchase 16mm films where video versions are not available.

Although some teachers prefer using 16mm films, they are very expensive to purchase and maintain. In most jurisdictions, film collections are not being expanded. New advances in video will most likely cause further decline in availability and use of film. Films may be borrowed from the Provincial Educational Media Centre, and the National Film Board, at little or no cost, through the CRC.

Recommendation 30

That the Coordinator-CRC circulate information to all district teachers on the current copyright law as it pertains to off-air taping of video programs,use of rental features in classrooms, photocopying, and copying of microcomputer software.

Recent changes in copyright law propose stiff penalties for violation of copyright law. Several responses to our questionnaire revealed a disturbing lack of knowledge of copyright.

Recommendation 31

That the CRC take immediate action to create a Teacher's Professional Centre.

The foundation for this Centre is already in place in the CRC. What is needed is the extension of those services into a well defined service centre for teachers in the district. Some of the following components might be considered:

- regular evening hours (e.g.,. Tuesday, Wednesday, Thursday to 10 P.M.).
- defined programs - workshops, meetings, speakers, demonstrations, debates, and presentations with adequate publicity.
- display space.
- work and preparation areas.
- production materials and assistance.

Recommendation 32

That the existing CRC quarters on Selby Street be revitalized to create a space that would be inviting and useful to all area teachers as well as providing space for the functions of the CRC. The alternative to this would be to move to different, more appropriate quarters.

It is acknowledged that the present space on Selby Street has a makeshift, cluttered appearance. Before extensive renovations of the existing facility are undertaken, a comprehensive study of the building is essential.

Recommendation 33

That the collections of materials in the French, Steps to Maturity, Special Education, Fine Arts, Primary/Intermediate and Curriculum Library, be integrated into the CRC collection, cataloguing and distribution system.

This district library should be part of the Teacher Centre. With some exceptions, materials from this collection could be loaned.

Each of these collections now relies on its own unique cataloguing and distribution system. The current practices guarantee that materials will be lost, and that the collection will not be circulated or maintained if the program coordinator or resource teacher leaves, or the program is suspended.

Recommendation 34

That the Coordinator-CRC assume responsibility for coordinating the delivery of all administrative support services at the central facility.

It is felt that any district program like Steps to Maturity, should have a range of services, such as secretarial/clerical support, cataloguing, and distribution of materials, made available by the CRC as part of the cost of offering that program. If these services are provided, programs can be added or deleted with some assurance that materials will continue to be circulated and that the coordinators or resource teachers will not be spending their time on clerical tasks.

Recommendation 35

That the secretary to the Coordinator-CRC position be changed to become a "Supervisor" to the entire CRC clerical/secretarial staff.

At present, the Coordinator-CRC serves as manager and supervises the work of the clerical/secretarial staff. However, since many of the secretarial staff work for other professionals in the building, it is not easy to exercise this responsibility. Coordinating all the clerical workers under this Supervisor will greatly enhance the efficiency and quality of work done at CRC. It may also offer clerical staff at CRC a better sense of their place in the district and the Centre. It has been stated that the size of the clerical/secretarial staff at the CRC is not adequate to meet the needs of the professional staff.

Recommendation 36

That an internal review be undertaken by the Coordinator-CRC and the Deputy Superintendent, of all school audiovisual hardware with a view to developing action plans for needed replacement or enhancement of existing equipment.

The acceptance of the Video Cassette Recorder and videotape requires that several machines be available in every school. The Evaluation Team found that serious shortfalls in equipment provision exist in the schools, affecting the quality of use made of valuable instructional resources.

Recommendation 37

That a regular, and attractive CRC newsletter be circulated to all teachers with news of recent acquisitions, and new services.

Many teachers felt that they didn't know what new materials were available through CRC and that there wasn't enough promotion of CRC materials and services.

Recommendation 38

That the services of a media technician be retained on a full time basis, and that the availability of these services be actively promoted.

It is felt that the role of the media technician needs a clearer mandate and a higher profile. When a teacher centre is established as recommended, a technician will be invaluable in assisting teachers in preparing teaching resources through photography, video, laminating, graphics, audio systems, computers, and editing. The technician should also provide assistance at the school level and to the District Staff.

CHAPTER 7: A Summary of the Recommendations

Organizational Structure

1. That the Deputy and Assistant Superintendents, the Coordinator-CRC , the Coordinator-Library Services and a representative of the N.D.T.A. should form the District Learning Resources Council, a body that would formulate policy on matters relating to the mandate of the CRC and Library Services.

2. That the Board clarify the relationship of the Coordinator-CRC and Coordinator-Library Services

3. That the Coodinator-Library Services and the Coordinator-CRC be recognized as District "consultants" in their respective specialties.

The School Library Program

4. That the Coordinator-Library Services position be expanded to include the coordination and development of a District school library program from K-12.

5. That an internal review be undertaken by the Coordinator-Library Services and the Deputy Superintendent of all school library quarters to develop action plans for renovations and, or expansion, as required.

6. That each school staff and each school teacher-librarian determines the extent of resource needs for its library and present these requirements to the Coordinator-Library Services who will develop a District School Library Materials Budget as a specific request in annual budget submissions.

7. That the Interim Report request for $200,000 ($156,000 for school libraries and $44,000 for CRC materials) be apportioned in the following manner: Each school staff be asked to assess an area within their school library that requires serious updating. In addition, CRC would review its collection as well.An area mig refer to non-print, fiction, social studies or science materials, periodicals and indexes. On the basis of that assessment, a proposal would be submitted by each school to the Deputy Superintendent for action by the Coordinators of Library Services and the CRC. The $200,000 would be allocated in response to these requests. (A copy of the Interim Report is Appendix 11)

8. That a specific budget allocation be made available to the Coordinator-Library Services to address material needs on a District Basis.

9. That the Coordinator-Library Services establish demonstration collections of new materials related to newly prescribed curricula by the Ministry of Education.

10. That the Coordinator-Library Services and the Coordinator-CRC develop appropriate policies and procedures for the district (K-12) ordering and cataloguing of materials for school libraries and the Curriculum Resources Centre.

11. That the Coordinator-Library Services must have an active role in the selection process of materials for the CRC collections.

12. That the present allocation of teacher-librarian time to the elementary schools be restructured under the following broad principles:
a) that no teacher-librarian be expected to provide service to a school regardless of size for less than one day per week. This would mean that the least service any school would receive would be .2.
b) that no teacher-librarian be assigned to more than two schools
c) that schools enrolling special classes consider each special class to be the equivalent of 25 regular students when applying these minimums.
d) that schools over 400 pupils would have the services of 1 teacher-librarian
e) that schools over 300 pupils would have at least a 0.8 teacher-librarian
f) that schools over 100 pupils would receive at least .5 teacher-librarian service.
g) that schools under 100 pupils receive at least .2 (one day) teacher-librarian service.

13. That the levels of clerical support in the Elementary schools be increased over the next three years to the following formula:

3 Schools over 400 students =1 full time clerical position
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8 Schools over 100 students= .4 clerical position
2 schools under 100 pupils= 0 clerical assistance

14. That the level of teacher-librarian service in the Secondary schools be increased to a minimum formula of 1 teacher-librarian for schools of 400 - 600 students. For each 100 students above or below that number the staffing should be adjusted on a .2 increment . In that case a school of 1100 students would have the services of 2 teacher librarians.

15. That every secondary school have clerical assistance on the same formula as the teacher-librarian. [Recommendation 14]

16. That the role of the Coordinator-Library Services be clarified with principals.

17. That the present policies relating to the qualifications of teacher -librarians be clarified and adhered to throughout the entire system K-12. It should not be necessary to allow more than three years for incumbents to complete a basic program of library education.

18. That the post-baccalaureate "Diploma in School Librarianship" now offered by UBC and UVic, or its equivalent from other institutions, be gradually recognized to be the minimum requirement for people newly assigned as a teacher-librarian in the district..

19. That all teacher-librarians be required, as part of their job descriptions, to attend meetings and in-service programs scheduled by the Coordinator.

20. That the Coordinator-Library Services should be responsible for the development of CRC liaison with each teacher-librarian.

21. The Coordinator-Library Services must be encouraged to undertake the sponsorship of an on-going series of workshops for teachers, at all levels, regarding the function of the school library and the resource based approaches to teaching.

22. The Coordinator-Library Services must involve every teacher-librarian in expanding the school library into a multimedia centre.

The Curriculum Resource Centre

23. That the District Learning Resources Council set annual evaluation and acquisition priorities for the CRC.

24. That the Coordinator-CRC design and implement policies to encourage the growth of school based media collections and set aside a percentage of the CRC acquisitions budget for this purpose, following priority setting by the District Learning Resources Council.

25. That the Coordinator-CRC, design and implement policies to encourage the growth of school based media collections consistent with district priorities and set aside a percentage of the CRC acquisitions budget for this purpose.

26. That the Coordinator-CRC establish and implement policies and procedures for collection development, utilizing teacher committees and teacher-librarians.

27. That the Coordinator-CRC expand his activities in the in-service area to assist teachers in effective utilization of non-print media.

28. That the development and distribution of a new CRC catalogue be made a district priority.

29. That the district only purchase 16mm films where video versions are not available.

30. That the Coordinator-CRC circulate information to all district teachers on the current copyright law as it pertains to off-air taping of video programs, use of rental features in classrooms, photocopying, and copying of microcomputer software..

31. That the CRC take immediate action to create a Teacher's Professional Centre.

32. That the existing CRC quarters on Selby Street be revitalized to create a space that would be inviting and useful to all area teachers as well as providing space for the functions of the CRC. The alternative to this would be to move to different, more appropriate quarters.

33. That the collections of materials in the French, Steps to Maturity, Special Education, Fine Arts, Primary/Intermediate and Curriculum Library, be integrated into the CRC collection, cataloguing and distribution system.

34. That the Coordinator-CRC assume responsibility for coordinating the delivery of all administrative support services at the central facility.

35. That the secretary to the Coordinator-CRC position be changed to become a "Supervisor" to the entire CRC clerical/secretarial staff.

36. That an internal review be undertaken by the Coordinator-CRC and the Deputy Superintendent, of all school audiovisual hardware with a view to developing action plans for needed replacement or enhancement of existing equipment.

37. That a regular, and attractive CRC newsletter be circulated to all teachers with news of recent acquisitions, and new services.

38. That the services of a media technician be retained on a full time basis, and that the availability of these services be actively promoted.

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Appendices

1. CRC/Library Services Evaluation:

   Interview questions: Teachers, Principals, Teacher-Librarians.
2. Interview Responses Summary.
3. CRC/Library Services Questionnaire.
4. Questionnaire analysis.
5. Teacher Responses to the Survey Questionnaire/ CRC and Library Services.
6. Teacher-Librarian Responses to the Survey Questionnaire/ CRC.
7. A Comparison of Library Services at the Provincial Level and School District #68.
8. Provincial School Library Support / September 1987.
9. School Library Expenditures in District #68/ 1987-1988.
10. Nanaimo Elementary School Libraries/ Projected Staffing Minimums.
11. Interim Report, January 27, 1988.
12. District Learning Resources Council
13. List of Papers in the Working File.

CRC/Library Services Evaluation:
Interview Questions: Teachers, Principals, Teacher-Librarians.

Following are the lists of questions that each of the three target groups in the interviews were asked.

TEACHERS

Library Programme

1. Do you use the library as an important part of your teaching? How? or Why not?
2. Do you view the teacher-librarian as a significant resource person in your school? In what ways? or Why not?
3. Is your school library adequate to meet the needs of your teaching program? What resources do you use? What is required?
4. Should the library program offer more instruction in the use of resources? What is done? or What should be done?
5. Should the teacher-librarian be the agent of contact between the school and the CRC? Please elaborate on your answer.
6. Is your school library readily accessible to teachers? To students? If not why not?
7. Are you satisfied with your school library? What is good about your library? What improvements, alterations, or changes are needed?
8. Other comments about library services.

C.R.C.

9. What services do you receive from the CRC?
10. What services do you most value (film, video, kits, laminating, production, print, meeting rooms, utilization workshops, etc.)?
11. What is missing? What should be added?
12. What problems do you have with the services? Can you suggest improvements?
13. What materials housed at CRC could/should be housed in the schools?
14. Do you bring materials from the CRC to use with students in the library or classroom? What type of materials? or Why not?
15. Other comments about CRC services.

PRINCIPALS: [only questions which differed from the teacher interviews are shown.]

1. Does the teaching staff at your school use the library as an important part of their teaching? How? or Why not?
2. Do you view the Coordinator of Library Services as a significant resource person in developing your program? In what ways or Why not?
9. What services does your school receive from the CRC?
10. What services are most valued?
14. Does the staff bring material from the CRC to use with students in the classroom or the library?

TEACHER-LIBRARIANS: [only questions which differed from the above two are shown.]

1. Do you use library services as an important resource in developing your program? How? or Why not?
2. Do you view the Coordinator of Library Services as a significant resource person in developing your program? In what ways? or Why not?
4. Should Library Services and CRC offer more instruction in the use of materials and equipment? What is done? What should be done?
6. Is Library Services readily accessible to you? If not, Why not?
7. Are you satisfied with the Library Services programs? What is good about the program? What improvements, alterations, or changes are needed?

INTERVIEW RESPONSES SUMMARY

Support for CRC and Library Service

-There is very strong support for the services offered by both the CRC and Library Services.

-Most staffs are very satisfied with the performance of their teacher- librarians.

-The District libraries are being widely used by students.

-The staff in both the CRC and Library Services areas are friendly and helpful.

-Library Service has a number of committees working for the benefit of all and this makes for efficient use of teacher-librarian time.

-There is wide support for the coordination of all libraries (K-12).

-Cooperative teaching between teacher-librarians and classroom teachers is widely supported.

-Most teachers and principals interviewed consider the library an important part of their teaching program.

Concerns Expressed Re: CRC

1. Catalogue	-too many bits and pieces -not up to date -hard to keep track of what is available
2. Materials	-not enough copies of high demand materials (especially seasonal and theme items) -major clean out of, out of date films and videos is required -often not in school long enough -teachers and teacher-librarians do not have adequate input into new purchases -copies of high use videos should be housed in schools
3. Coordinator-CRC	-staff feel the Coordinator should be more responsive to their requests for the acquisition of new materials.
4. Hours of Operation	-CRC technician hours are not long enough at times when teacher can use facility
5. Video Equipment	-inadequate video tape equipment exists in many schools
6. Courier	-daily courier service is needed to the schools from the CRC and Library Services

Concerns Expressed Re: Library Services

1. Space	-library space varies from adequate to very inadequate
2. Clerk time	-librarians have to spend far too much time in clerical activities
3. Books	-there is a general feeling that collections are inadequate and dated -for schools that have changed focus recently the problem is more severe i.e.,. English to French, Primary to Intermediate. -the time line is too long in acquiring library books in Special Education area -primary resource center materials are excellent but should be organized by grade level
4. Coordinator-Library Services	-Principals and teacher-librarians felt that the coordinator should be more visible in schools.
5. Inter-library loans	- Computer assisted bibliographic information would assist the sharing of resources

Appendix 3

SCHOOL DISTRICT NO. 68 (NANAIMO)

C.R.C./LIBRARY SERVICES QUESTIONNAIRE
(GENERAL)

CURRENT SITUATION (WHAT IS)						IMPORTANCE (WHAT SHOULD BE)				
SA	A	D	SD	NA	1. The Curriculum Resources Centre Program exists to support the instructional needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	2. The Curriculum Resources Centre Program supports the curriculum in the schools through the delivery of resources.	SA	A	D	SD	NA
SA	A	D	SD	NA	3. The Curriculum Resources Centre staff are helpful in meeting the needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	4. The Curriculum Resources Centre building is adequate and appropriate to the needs of the staff and the district.	SA	A	D	SD	NA
SA	A	D	SD	NA	5. The Curriculum Resources Centre has appropriate meeting areas for in-service and planning activities.	SA	A	D	SD	NA
SA	A	D	SD	NA	6. The Curriculum Resources Centre hours are appropriate to the needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	7. The Curriculum Resources Centre has replacement and specialized equipment available for loan to meet special needs.	SA	A	D	SD	NA
SA	A	D	SD	NA	8. The Curriculum Resources Centre provides informational materials in addition to the catalogues, describing the scope and availability of services.	SA	A	D	SD	NA
SA	A	D	SD	NA	9. Curriculum Resources Centre staff visit schools to discuss resources and services.	SA	A	D	SD	NA
SA	A	D	SD	NA	10. The Curriculum Resources Centre collection supports the needs of the curriculum by providing teachers with materials in a variety of instructional formats.	SA	A	D	SD	NA
SA	A	D	SD	NA	11. There is adequate follow-up on teacher recommendations regarding additions and deletions to the Curriculum Resources Centre collection.	SA	A	D	SD	NA
SA	A	D	SD	NA	12. The Curriculum Resources Centre has routines and procedures in place that facilitate the borrowing and use of resources.	SA	A	D	SD	NA

CURRENT SITUATION (WHAT IS)						IMPORTANCE (WHAT SHOULD BE)				
SA	A	D	SD	NA	13. The organization of the Curriculum Resources Centre catalogue is appropriate to the needs of the teaching staff.	SA	A	D	SD	NA
SA	A	D	SD	NA	14. Regular updates reflecting new acquisitions are provided.	SA	A	D	SD	NA
SA	A	D	SD	NA	15. The courier system frequency is adequate to the needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	16. The Curriculum Resources Centre maintains a liaison with other agencies such as the National Film Board and the Provincial Educational Media Centre for the borrowing and return of materials from these agencies.	SA	A	D	SD	NA
SA	A	D	SD	NA	17. The Curriculum Resources Centre collection is adequate to meet the needs of the curriculum.	SA	A	D	SD	NA
SA	A	D	SD	NA	18. The Curriculum Resources Centre offers inservice to individuals or small groups of teachers to help them in the utilization of audio-visual equipment and non-print media.	SA	A	D	SD	NA
SA	A	D	SD	NA	19. The Curriculum Resources Centre provides assistance to teachers in the production of their own instructional materials.	SA	A	D	SD	NA
SA	A	D	SD	NA	20. The Curriculum Resources Centre media production centre is appropriate to the needs of the district.	SA	A	D	SD	NA
SA	A	D	SD	NA	21. Our teacher-librarian actively promotes the services and resources of the Curriculum Resources Centre.	SA	A	D	SD	NA
SA	A	D	SD	NA	22. Our teacher-librarian co-ordinates the use of audio-visual equipment in the school.	SA	A	D	SD	NA
SA	A	D	SD	NA	23. The supply and quantity of audio-visual equipment in our school is adequate to meet my instructional needs.	SA	A	D	SD	NA
SA	A	D	SD	NA	24. Our library is an integral part of our total school program.	SA	A	D	SD	NA
SA	A	D	SD	NA	25. Our teacher-librarian invites input into selection of new acquisitions.	SA	A	D	SD	NA

CURRENT SITUATION (WHAT IS)						IMPORTANCE (WHAT SHOULD BE)					
SA	A	D	SD	NA	26. Our library's atmosphere is welcoming, and conducive to learning.	SA	A	D	SD	NA
SA	A	D	SD	NA	27. Our teacher-librarian makes staff and students aware of resources and new acquisitions.	SA	A	D	SD	NA
SA	A	D	SD	NA	28. Our library supports and encourages a love and appreciation of literature and our cultural heritage.	SA	A	D	SD	NA
SA	A	D	SD	NA	29. Our library materials supports the curriculum.	SA	A	D	SD	NA
SA	A	D	SD	NA	30. Our library's goals and objectives complement those of the school.	SA	A	D	SD	NA
SA	A	D	SD	NA	31. The teacher-librarian spends time co-operatively planning, teaching and evaluating units with teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	32. The teacher-librarian has enough time to develop an integrated library instruction program.	SA	A	D	SD	NA
SA	A	D	SD	NA	33. Our library is used in a variety of ways (e.g., small and large group instruction, individual study, listening and viewing activities, guest speakers).	SA	A	D	SD	NA
SA	A	D	SD	NA	34. Our library has routines and procedures in place that enable a wide variety of resources to be accessed and used (e.g., circulation procedures, borrowing from other schools, etc.).	SA	A	D	SD	NA
SA	A	D	SD	NA	35. Our library provides promotional activities (e.g., displays, author readings, contests, bookfairs) throughout the school year.	SA	A	D	SD	NA
SA	A	D	SD	NA	36. Our current library budget is sufficient to meet the needs of new curriculum.	SA	A	D	SD	NA
SA	A	D	SD	NA	37. Our school is assigned adequate teacher-librarian time.	SA	A	D	SD	NA
SA	A	D	SD	NA	38. Our school is served by a qualified teacher-librarian (i.e., successful classroom experience plus 12 units of course work in school librarianship).	SA	A	D	SD	NA

CURRENT SITUATION (WHAT IS)						IMPORTANCE (WHAT SHOULD BE)					
SA	A	D	SD	NA	39. Our library is allocated adequate clerical time.	SA	A	D	SD	NA
SA	A	D	SD	NA	40. Our library's physical facilities are adequate.	SA	A	D	SD	NA
SA	A	D	SD	NA	41. Our teacher-librarian should be the contact between the school and the Curriculum Resources Centre.	SA	A	D	SD	NA
SA	A	D	SD	NA	42. Our students are applying appropriate research and library skills in their classroom works.	SA	A	D	SD	NA

43. Other comments: _____

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SCHOOL DISTRICT NO. 68 (NANAIMO)

C.R.C./LIBRARY SERVICES QUESTIONNAIRE
(TEACHER/LIBRARIANS)

CURRENT SITUATION (WHAT IS)						IMPORTANCE (WHAT SHOULD BE)				
SA	A	D	SD	NA	1. The Curriculum Resources Centre Program exists to support the instructional needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	2. The Curriculum Resources Centre Program supports the curriculum in the schools through the delivery of resources.	SA	A	D	SD	NA
SA	A	D	SD	NA	3. The Curriculum Resources Centre staff are helpful in meeting the needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	4. The Curriculum Resources Centre building is adequate and appropriate to the needs of the staff and the district.	SA	A	D	SD	NA
SA	A	D	SD	NA	5. The Curriculum Resources Centre has appropriate meeting areas for in-service and planning activities.	SA	A	D	SD	NA
SA	A	D	SD	NA	6. The Curriculum Resources Centre hours are appropriate to the needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	7. The Curriculum Resources Centre has replacement and specialized equipment available for loan to meet special needs.	SA	A	D	SD	NA
SA	A	D	SD	NA	8. The Curriculum Resources Centre provides informational materials in addition to the catalogues, describing the scope and availability of services.	SA	A	D	SD	NA
SA	A	D	SD	NA	9. Curriculum Resources Centre staff visit schools to discuss resources and services.	SA	A	D	SD	NA
SA	A	D	SD	NA	10. The Curriculum Resources Centre collection supports the needs of the curriculum by providing teachers with materials in a variety of instructional formats.	SA	A	D	SD	NA
SA	A	D	SD	NA	11. There is adequate follow-up on teacher recommendations regarding additions and deletions to the Curriculum Resources Centre collection.	SA	A	D	SD	NA
SA	A	D	SD	NA	12. The Curriculum Resources Centre has routines and procedures in place that facilitate the borrowing and use of resources.	SA	A	D	SD	NA

CURRENT SITUATION (WHAT IS)						IMPORTANCE (WHAT SHOULD BE)				
SA	A	D	SD	NA	13. The organization of the Curriculum Resources Centre catalogue is appropriate to the needs of the teaching staff.	SA	A	D	SD	NA
SA	A	D	SD	NA	14. Regular updates reflecting new acquisitions are provided.	SA	A	D	SD	NA
SA	A	D	SD	NA	15. The courier system frequency is adequate to the needs of teachers.	SA	A	D	SD	NA
SA	A	D	SD	NA	16. The Curriculum Resources Centre maintains a liaison with other agencies such as the National Film Board and the Provincial Educational Media Centre for the borrowing and return of materials from these agencies.	SA	A	D	SD	NA
SA	A	D	SD	NA	17. The Curriculum Resources Centre collection is adequate to meet the needs of the curriculum.	SA	A	D	SD	NA
SA	A	D	SD	NA	18. The Curriculum Resources Centre offers inservice to individuals or small groups of teachers to help them in the utilization of audio-visual equipment and non-print media.	SA	A	D	SD	NA
SA	A	D	SD	NA	19. The Curriculum Resources Centre provides assistance to teachers in the production of their own instructional materials.	SA	A	D	SD	NA
SA	A	D	SD	NA	20. The Curriculum Resources Centre media production centre is appropriate to the needs of the district.	SA	A	D	SD	NA

21. Other comments: _____

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Questionnaire Analysis

The Evaluation Team constructed the questionnaire based on items of job description and function as outlined by the Co-ordinator of Library Services and the Co-ordinator of the CRC. The questionnaire consisted of 42 items with two responses required for each statement. The scale was a forced choice of agreement or disagreement with the item. A response category was available for those who felt they were unable to reply or did not have enough information. A space was provided for individuals who wanted to provide the team with more information or a detailed explanation regarding their responses. The first 20 items of this questionnaire were given to the teacher-librarians. They were not given the other twenty-two items as they applied to assessments of the library program in their individual schools.

The questionnaires were sent to all schools to be distributed to all teachers, teacher-librarians and school based administrative officers in early January of 1988. By January 15, 1988, three hundred and thirty seven (337) questionnaires were returned by teachers and administrative officers. Another 20 arrived too late to be included in the statistical tabulation. About 100 of these respondents provided additional comments. These responses were all read by the evaluation team. The team received 23 returns from the district's 29 teacher-librarians. The rate of return is large enough for responses to be considered valid and significant.

QUESTIONNAIRE: TEACHERS AND ADMINISTRATIVE OFFICERS

A. Items about which respondents felt most positive on the "as is" scale.

1. #1 The Curriculum Resources Centre Program exists to support the instructional needs of teachers. 90% agreed.
2. #2 The Curriculum Resources Centre Program supports the curriculum in the schools through the delivery of resources. 89% agreed.
3. #26 Our Library's atmosphere is welcoming, and conducive to learning. 89% agreed.
4. #3 The Curriculum Resources Centre staff are helpful in meeting the needs of teachers. 88% agreed.
5. #30 Our library goals and objectives complement those of the school. 78% agreed.

B. Items which respondents felt most positive about on the "should be" scale. These have been interpreted as being seen as very important by respondents.

1. #1 The Curriculum Resources Centre Program should exist to support the instructional needs of the teachers. 96% agreed.
2. #2 The Curriculum Resources Centre Program should support the schools through the delivery of resources. 94% agreed.
3. #3 The Curriculum Resources Centre staff should be helpful in meeting the needs of teachers. 94% agreed.
4. #12 The Curriculum Resources Centre should have routines and procedures in place that facilitate the borrowing and use of resources. 93% agreed.
5. #15 The courier system frequency should be adequate to meet the needs of teachers. 93% agreed, while only 61 % felt it was presently adequate.

While the first 4 items were seen to be very important, they were also perceived as being met at present. The 5th item, however, while seen to be important was not viewed as being as favourably delivered at present. It ranked 26th of 42 items on the "as is" scale.

C. Negative responses on the "as is" scale. These were items to which respondents answered negatively or less positively compared to other items. These answers were interpreted as reflecting an inadequacy in the system.

1. #36. Our current library budget is sufficient to meet the needs of new curriculum. 9% agreed.
2. #39. Our school is allocated adequate clerical time. 11% agreed.
3. #9. Curriculum Resource Center staff visit schools to discuss resources and services. 26% agreed.
4. #11. There is adequate follow-up on teacher recommendations regarding additions and deletions to the CRC collection. 28% agreed.
5. #17. The CRC collection is adequate to meet the needs of the curriculum. 37% agreed.

D. Least positive responses to the "should be" scale. These were interpreted to mean respondents felt these services or programs were not as important as the other items presented.

1. #22. Our teacher librarian should co-ordinate the use of audiovisual equipment in the school. 71% agreed.
2. #4. Our teacher-librarian should be the contact between the school and the CRC. 79% agreed
3. #20. The CRC should have a media production centre which is appropriate to the needs of the district. 79% agreed.

E. Areas of greatest discrepancy between "what is" and "what should be". With little surprise, these items are the same as section C on the most negative responses. The % shown indicates the difference between the "as is" scale and the "should be" scale for a specific item. This discrepancy can be interpreted as a need which should be addressed.

1. #36 - 73% (adequacy of library clerical time).
2. #39 - 71% (adequacy of library budget).
3. #9 - 57% (CRC staff visits to schools).
4. #17 - 52% (adequacy of CRC collection).
5. #11 - 51% (follow-up by CRC on teacher recommendations).

QUESTIONNAIRE - TEACHER-LIBRARIAN

A. Items about which respondents felt most positive on the "as is" scale.

1. #3. The Curriculum Resource Centre staff are helpful in meeting the needs of teachers. 95% agreed.
2. #16. The Curriculum Resource Centre maintains a liaison with other agencies such as the National Film Board and the Provincial Educational Media Centre for the borrowing and the return of materials from these agencies. 95% agreed.
3. #18. The Curriculum Resource Centre offers in-service to individuals or small groups of teachers to help them in the utilization of audiovisual equipment and non-print media. 87% agreed.
4. #12. The Curriculum Resource Centre has routines in place that facilitate the borrowing and use of resources. 83% agreed.

B. Items which respondents felt most positive about on the "should be" scale. These have been interpreted as being seen as very important by respondents.

1. #1. The Curriculum Resource Centre exists to support the instructional needs of teachers. 91% Strongly agreed.
2. #3. The Curriculum Resource Centre staff are helpful in meeting the needs of teachers. 91% strongly agreed.
3. #2. The Program supports the curriculum in the schools through the delivery of resources. 87%Strongly agreed.
4. # 10. The Curriculum Resource Centre collection supports the needs of the curriculum by providing teachers with materials in a variety of instructional formats. 83% strongly agreed.
5. # 17. The Curriculum Resource Centre collection is adequate to meet the needs of the curriculum. 83% strongly agreed.

C. Negative responses to the "as is" scale:

1. #9. The Curriculum Resource Centre staff visit schools to discuss resources and services. 13% agreed.
2. #17. The Curriculum Resource Centre collection is adequate to meet the needs of the curriculum. 17 % agreed.
3. #20. The Curriculum Resource Centre media production centre is appropriate to the needs of the district. 30% agreed.
4. #4. The Curriculum Resource Centre building is adequate and appropriate to the needs of the staff and the district. 34% agreed.

D. Least positive responses to the "should be" scale: As no negative responses were registered on the questionnaire all items were interpreted as being important. Items shown below did not receive as much support as others in this scale.

1. #5. The Curriculum Resource Centre has appropriate meeting areas for in-service and planning activities. 39% strongly agreed.
2. #8. The Curriculum Resource Centre provides informational materials in addition to the catalogues, describing the scope and availability of services. 43% strongly agreed.
3. #20. The Curriculum Resource Centre media production centre is appropriate to the needs of the district. 43% strongly agreed.

E. Areas of greatest discrepancy between the two scales. These are interpreted as needs which respondents felt should be addressed. As there were no negative responses to the "should be" scale only discrepancies between the strongly agree responses were used.

1. #17. - 79% Adequacy of the CRC collections
2. #15. - 74% Adequacy of the courier service
3. #10. - 70% CRC collection supports the needs of the curriculum
4. #13. - 66% CRC catalogue organization

Teacher Responses to the Survey Questionnaire CRC and Library Services

n=337 All expressed as percentages

	AS IS					SHOULD BE				
Question	SA	A	D	SD	NA	SA	A	D	SD	NA
1	34	56	5	0	5	71	25	0	0	4
2	24	65	5	1	5	66	28	0	0	5
3	35	53	4	0	7	61	33	0	0	5
4	7	48	24	4	17	46	42	1	0	10
5	17	63	11	1	8	42	50	1	0	7
6	8	59	19	4	9	45	46	1	0	7
7	4	43	15	4	34	37	46	1	0	16
8	10	58	9	1	21	43	46	0	0	11
9	2	24	36	14	24	32	51	5	1	10
10	12	56	15	4	12	50	41	1	0	8
11	3	25	9	7	56	34	45	0	0	21
12	21	63	7	2	7	48	45	0	0	7
13	14	58	14	5	10	47	44	0	0	8
14	12	62	11	1	13	42	50	1	0	8
15	10	51	22	12	5	46	47	0	0	7
16	8	51	3	1	37	36	46	0	0	18
17	3	34	32	14	18	55	34	1	0	10
18	7	47	8	2	36	34	50	1	0	15
19	7	43	8	3	39	35	48	1	0	16
20	4	33	14	4	45	33	46	0	0	21
21	23	48	13	2	15	45	42	2	0	11
22	22	32	24	8	14	36	35	12	3	14
23	8	38	28	20	5	52	38	2	1	7
24	39	45	9	1	5	66	26	1	0	7
25	42	40	6	2	9	60	31	0	0	9
26	49	40	4	1	7	67	24	1	0	8
27	47	39	7	0	6	64	27	1	0	9
28	36	39	8	1	16	55	32	1	0	12
29	18	53	17	4	9	64	28	0	0	8
30	33	45	3	1	18	52	36	0	0	12
31	21	39	15	4	19	40	41	4	0	12
32	9	30	18	13	30	47	37	1	0	14
33	32	47	9	2	9	51	40	1	1	7
34	25	46	9	2	17	45	42	1	0	11
35	27	43	15	3	12	45	43	2	0	9
36	1	8	28	36	26	55	27	2	1	15
37	8	37	24	20	11	52	37	1	0	10
38	43	32	1	1	23	55	31	0	0	14
39	1	10	24	32	34	39	43	1	1	16
40	10	39	24	17	11	49	38	2	1	10
41	18	45	20	5	12	31	43	11	3	12
42	13	50	13	3	21	45	41	1	0	14

Teacher-Librarian Responses to the Survey Questionnaire/ CRC

n=23 All expressed as percentages

	AS IS					SHOULD BE				
Question	SA	A	D	SD	NA	SA	A	D	SD	NA
1	43	35	13	9	0	91	4	0	0	4
2	35	43	13	9	0	87	9	0	0	4
3	52	43	0	4	0	91	4	0	0	4
4	4	30	48	4	13	61	26	0	0	13
5	17	61	13	0	9	39	57	0	0	4
6	13	48	30	4	4	57	39	0	0	4
7	4	48	26	9	13	48	42	0	0	9
8	4	65	9	17	4	42	48	0	0	9
9	4	9	35	35	17	57	35	0	0	9
10	13	65	13	9	0	83	13	0	0	4
11	4	22	35	13	26	65	26	0	0	9
12	48	35	13	4	0	78	17	0	0	4
13	4	39	26	26	4	70	26	0	0	4
14	22	48	17	13	0	65	30	0	0	4
15	4	35	39	22	0	78	17	0	0	4
16	30	65	4	0	0	57	39	0	0	4
17	4	13	43	30	9	83	9	0	0	9
18	4	83	9	4	0	57	35	0	0	9
19	9	61	9	9	13	48	48	0	0	4
20	0	30	30	9	30	43	43	0	0	13

***A Comparison of Library Services at the Provincial Level and School District #68**

I. Staffing:

	83	86	87
A) Provincial ranking:			
Professional Staff			
Elementary	21/59 [1]	16/58	23/55
Secondary	47/54	35/54	32/55
Clerical Staff			
Elementary	34/59	27/58	32/55
Secondary	40/54	53/58	47/55
B) Comparable district ranking: [4]			
Professional Staff [2]			
Elementary	5/5	1/5	3/5
Secondary	5/5	3/5	2/5
Clerical Staff [3]			
Elementary	4/5	4/5	4/5
Secondary	4/5	5/5	5/5

II. Budget:

A) Provincial ranking:			
Elementary	55/59	45/48	41/51
Secondary	55/59	47/54	52/55
B) Comparable district ranking: [4]			
Elementary	5/5	3/5	5/5
Secondary	5/5	4/5	5/5

[1] Note: 21/59 indicates that out of 59 districts, 21 had higher elementary professional staffing levels than School District #68.

[2] Professional Staff figures based on full time equivalents per 1000 students

[3] Clerical Staff figures based on number of hours per 1000 students

[4] School Districts of similar enrollment size chosen for comparison:

1. Central Okanagan
2. Kamloops
3. Langley
4. North Vancouver

Source: Bookmark, January, 1984, Volume 25, #2; December, 1986, Volume 28, #2; December, 1987, Volume 29, #2

Appendix 8

Provincial School Library Support / September 1987

District		Elem. Budget /pupil	Sec. Budget /pupil	Elem. Clerical hrs/1000 pupils	Sec. Clerical hrs/1000 pupils	Elem. T-Libs. /1000 pupils	Sec. T-Libs. /1000 pupils
1	Fernie	$10.00	$15.00	47.9	0	5.7	1.9
2	Cranbrook	$11.20	$15.17	3.7	12.0	2.7	1.6
3	Kimberley	$16.34	$22.50	56.2	59.5	1.5	1.7
4	Windermere	$20.00	$20.00	0	28.9	2.4	2.1
7	Nelson	--	$19.44	0.1	65.3	1.4	1.8
10	Arrow Lakes	$30.77	$27.36	122.1	74.5	3.7	2.9
11	Trail	$9.83	$10.83	31.4	23.9	2.0	1.4
12	Grand Forks	$24.50	$24.74	89.0	77.3	2.2	1.8
15	Penticton	$17.55	$22.30	30.4	44.0	2.4	1.3
16	Keremeos	$22.61	$23.40	43.1	43.9	1.3	3.8
21	Armstrong	$21.23	$25.00	70.6	60.8	3.3	1.7
22	Vernon	$19.05	$19.05	48.7	45.5	2.2	1.4
23	Central Okanagon	$24.07	$21.40	65.0	36.2	2.5	1.5
24	Kamloops	$13.12	$17.08	54.7	52.3	2.2	1.3
26	North Thompson	$21.00	$24.50	49.9	73.2	2.2	2.4
27	Cariboo-Chilcotin	$19.45	$19.56	31.1	25.5	2.8	1.5
29	Lillooet	$27.16	$21.70	21.6	30.3	3.1	2.1
30	South Cariboo	$27.25	$29.75	16.5	154.5	1.7	0
31	Merritt	$12.87	$15.57	2.1	20.9	2.5	1.7
32	Hope	$12.37	$19.13	80.5	128.8	1.8	2.6
33	Chilliwack	$14.00	$14.93	0	53.0	2.3	1.5
35	Langley	$11.41	$10.99	37.8	25.5	1.7	0.9
36	Surrey	$7.00	$11.00	13.0	8.0	2.1	1.2
37	Delta	$11.85	$13.25	0	24.7	2.0	1.0
38	Richmond	$8.70	$10.66	0	8.0	2.1	1.1
39	Vancouver	$16.00	$24.00	12.4	34.6	2.5	1.2
41	Burnaby	$7.54	$8.19	1.2	30.0	2.2	1.4
42	Maple Ridge	$10.00	$12.38	10.7	25.3	2.4	1.4
43	Coquitlam	$9.29	$11.00	10.6	46.0	1.8	1.3
44	North Vancouver	$15.00	$17.00	5.0	24.3	2.5	1.0
45	West Vancouver	$15.22	$15.01	0.6	19.2	3.3	1.1
46	Sunshine Coast	$26.00	$32.00	47.8	65.8	1.8	2.4
49	Central Coast	$22.55	$28.00	138.2	168.0	4.6	4.2
50	Queen Charlottes	$31.94	$33.05	72.5	749.0	2.0	2.2
52	Prince Rupert	$14.40	$24.00	76.2	42.1	2.5	1.2
54	Buckley Valley	$22.00	$22.00	39.7	41.1	3.0	2.2
56	Nechako	$21.50	$20.67	38.2	82.3	1.8	2.7
57	Prince George	$11.15	$16.41	13.3	37.6	2.3	1.8
59	Peace River South	$16.00	$13.85	4.6	5.7	1.1	1.3
60	Peace River North	$20.31	$24.06	84.3	8.2	2.6	1.9
61	Greater Victoria	$9.68	$14.32	14.0	26.5	2.0	1.3
62	Sooke	$12.00	$14.50	0	31.8	5.3	1.1

District		Elem. Budget /pupil	Sec. Budget /pupil	Elem. Clerical hrs/1000 pupils	Sec. Clerical hrs/1000 pupils	Elem. T-Libs. /1000 pupils	Sec. T-Libs. /1000 pupils
63	Saanich	--	--	36.0	40.8	1.5	1.5
65	Cowichan	$10.00	$18.00	0	11.5	3.0	1.4
66	Lake Cowichan	--	$13.05	43.0	91.5	0.4	1.3
68	**Nanaimo**	**$10.06**	**$10.06**	**16.8**	**16.8**	**2.3**	**1.4**
72	Campbell River	$15.00	$15.33	12.8	38.7	2.3	1.7
76	Agassiz-Harrison	$11.73	$12.22	0	0	1.4	2.4
80	Kitimat	$20.33	$12.60	104.0	67.7	1.9	1.0
81	Fort Nelson	$17.11	$10.45	48.7	57.2	3.3	2.5
84	Vancouver Isl. W	$11.30	$17.67	101.4	136.3	0	0.5
87	Stikine	--	$37.91	0	69.4	0	2.3
88	Terrace	$12.10	$11.60	42.4	30.8	2.2	1.6
89	Shushwap	$10.00	$9.75	35.8	38.5	2.2	1.9
	*Averages	$16.23	$18.37	35.7	105.89	2.29	1.69
68	**Nanaimo**	**$10.06**	**$10.06**	**16.8**	**16.8**	**2.3**	**1.4**

*These averages are only guides to the conditions that have been reported by the teacher-librarians in each district. They present a total picture, not one balanced by student populations and regional variations. Using four districts that relate in size to Nanaimo, it is possible to develop a more specific comparison:

23	Central Okanagon	$24.07	$21.40	65.0	36.2	2.5	1.5
24	Kamloops	$13.12	$17.08	54.7	52.3	2.2	1.3
35	Langley	$11.41	$10.99	37.8	25.5	1.7	0.9
44	North Vancouver	$15.00	$17.00	5.0	24.3	2.5	1.0
68	**Nanaimo**	**$10.06**	**$10.06**	**16.8**	**16.8**	**2.3**	**1.4**

This data is drawn from:

Adsett, Ken, "Learning and Working Conditions: September 1987 Survey Results" in Bookmark, Volume 29, No. 2, December 1987, pp. 64-73.

School Library Expenditures in District #68/ 1987-1988

A. Service Cost - Elementary Library Figures
(based on September 1987 figures)

1. Basic Cost:

Salary: Teaching Personnel	$732,475.00
Salary: Other	178,229.53
Materials, Equipment	11,152.00
Travel	2,850.00
TOTAL:	**$924,706.53**

2. Number of students directly serviced daily: **8132**

Cost per student per school year $924,706.53 / 8132 = **$113.71**

3. New material allocation per student : **$10.06**

4. Total cost of library services and new materials per elementary student **$123.77**

(Source: Coordinator-Library Services, School District #68)

B. Service Cost - Secondary Schools

As the secondary school libraries are not centralized through the Library Services office, it is more difficult to assemble the costs of service for the secondary schools. This outline represents an approximation of those costs.

1. Salary: Teaching personnel	$281,000.00
Salary: Other	8,000.00*
Materials equipment, etc.	10,000.00
TOTAL:	**$299,000.00**

2. Number of students directly served daily: 4884
   Cost per student per school year $291,000 / 4884 = $61.22

3. New material allocation per student : $10.06

4. Total direct cost of library services and new materials
   per secondary student $71.28

*Some of the clerical expenditures for secondary school libraries have been assumed by Library Services and, or by the school, as part of the general support services.

C. Blended Service Costs - Elementary And Secondary Schools

1. Basic Cost:

Salary: Teaching Personnel	$1,013,475.00
Salary: Other	186,229.53
Materials, Equipment	21,152.00
Travel	2,850.00
TOTAL:	$1,223,706.53

2. Number of students directly serviced daily: 13,016

   Cost per student per school year $1,223,706.53 / 13016 = $94.02

3. New material allocation per student : $10.06

4. Total cost of library services and new materials per student $104.08

Appendix 10

Nanaimo Elementary School Libraries / Projected Staffing Minimums

	Enrollment	Current T.L	Prop. T.L.	Prop. Clerical
Bayview	207	0.5	0.5	0.6
Brechin	303	0.8	0.8	0.8
Chase River	304	0.7	0.8	0.8
Cilaire	176	0.4	0.5	0.4
Davis Road	142	0.4	0.5	0.4
Departure Bay	289	0.7	0.5	0.6
Diamond	32	0.1	0.2	0
Dufferin	326	0.8	0.8	0.8
Fairview	465	1.0	1.0	1.0
Forest Park	322	0.7	0.8	0.8
Gabriola	235	0.5	0.5	0.6
Georgia	336	0.8	0.8	0.8
Hammond Bay	186	0.4	0.5	0.4
Harbour View	25	0.1	0.2	0
Harewood	199	0.5	0.5	0.4
Ladysmith Int.	265	0.5	0.5	0.6
Ladysmith Pri.	227	0.6	0.5	0.6
Mt. Benson	316	0.8	0.8	0.8
Mt. View	223	0.5	0.5	0.6
North Cedar	161	0.5	0.5	0.4
North Oyster	214	0.5	0.5	0.6
Park Ave.	285	0.6	0.5	0.6
Paulene Haarer	254	0.6	0.5	0.6
Pleasant Valley	198	0.4	0.5	0.4
Princess Anne	108	0.4	0.5	0.4
Princess Royal	122	0.3	0.5	0.4
Quarterway	132	0.3	0.5	0.4
Rock City	378	1.0	0.8	0.8
Rutherford	479	1.0	1.0	1.0
Seaview	414	0.9	1.0	1.0
Uplands	370	0.8	0.8	0.8
Waterloo	172	0.4	0.5	0.4
Woodbank	269	0.5	0.5	0.6
Totals	8134	19	19.8	19.4

Note: The above figures do not reflect any adjustments for special classes.

Woodlands Junior Secondary School

1270 STRATHMORE STREET, NANAIMO, BRITISH COLUMBIA, V9S 2L9

TELEPHONE (604) 753-2271

January 27, 1988

TO: Mr. Ross White

FROM: Mr. Ray Kocher

INTERIM REPORT ON THE CRC - LIBRARY SERVICES EVALUATION TEAM

The Committee has identified two matters of immediate concern that have implications for the 1988/89 budget.

We have received strong indication that the quality of school library and CRC collection has suffered through restraint. Only 9% of the 337 respondents to our school survey indicated satisfaction with the quality of the collection in the schools. That result. coupled with our own perception of those collections indicates the need for improved annual allocation for resources. The $10.00/student (1987/88) allocation is not sufficient to replace outdated and worn material in our libraries, let alone permit the acquisition of new important resources to meet the need of new curriculum (eg. Social Studies and Science), new programmes (eg. Family Life and Elementary French), or levels (eg. Intermediate at Georgia Avenue).

It is also clear that teachers in the field are not satisfied with the adequacy of the collection at the CRC. While most are supportive of the role the CRC plays in the District (90%) only 37% felt the CRC collection was adequate to meet the needs of the curriculum.

Recommendation 1:

That the District allocate the sum of $200.000 as a Special Grant with the 1988/89 budget in addition to the regular library/CRC allocation to improve the quality of learning resources in the school libraries and CRC. This figure is struck on the basis of one book per student ($12.00) x 13.000 or $156,000 plus $44,000 to update the CRC media holdings. (Recommendations for the expenditure of this grant will be given in the Committees final report).

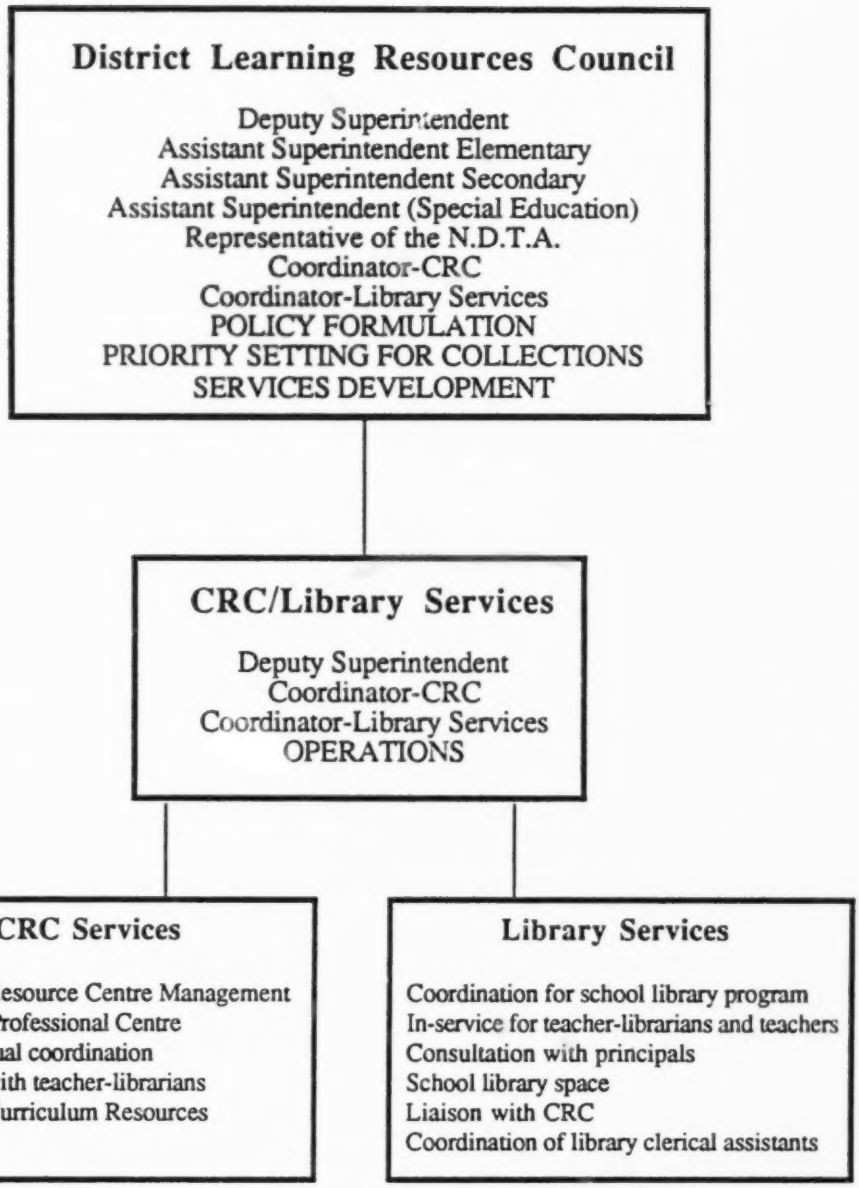
The Committee believes that cutbacks in the level of clerical support over the past few years have seriously affected the quality of services in the school libraries and CRC. In many situations, professional teachers are providing clerical services at the expense of teaching activities. Only 11% of teachers believe that the libraries in the schools have adequate clerical support. When a full-time teacher-librarian receives only 12 days clerical assistance, on site, over a complete school year, it is possible to understand the concern this issue raises with teacher-librarians.

over ....

Recommendation 2:

That clerical support be increased for school library and CRC services in the 1988/89 budget. A minimum of $60.000. would provide 5 (five) clerks for the period September 1. 1988 through June 31. 1989. This would allow the District to attend to backlogs in cataloguing. merge existing fragmented collections (such as Steps to Maturity. Special Education. etc.) and provide additional support for school librarians expecially those whose assignments are particularly short.

Appendix 12


District Learning Resources Council
Deputy Superintendent
Assistant Superintendent Elementary
Assistant Superintendent Secondary
Assistant Superintendent (Special Education)
Representative of the N.D.T.A.
Coordinator-CRC
Coordinator-Library Services
POLICY FORMULATION
PRIORITY SETTING FOR COLLECTIONS
SERVICES DEVELOPMENT
CRC/Library Services
Deputy Superintendent
Coordinator-CRC
Coordinator-Library Services
OPERATIONS
CRC Services
District Resource Centre Management
Teacher Professional Centre
Audiovisual coordination
Liaison with teacher-librarians
District Curriculum Resources
Library Services
Coordination for school library program
In-service for teacher-librarians and teachers
Consultation with principals
School library space
Liaison with CRC
Coordination of library clerical assistants

Appendix 13

List of Papers in the Working File.

1. Summaries prepared by each interviewer.
2. French Immersion Parents' presentation.
3. Steps to Maturity presentation.
4. Primary/Intermediate Resource Teacher presentation.
5. Mt. Benson Elementary teacher-librarian's letter to the Evaluation Team.
6. Support staff at CRC presentation, by Mildred Simpson.
7. Objectives, Coordinator of Library Services.
8. Objectives, Coordinator of the Curriculum Resource Centre.
9. Coordinator of Library Service's presentation.
10. Curriculum Resource Centre year-end reports 1985/86 and 1986/87.
11. SD #68 Curriculum Resource Centre Philosophy statement.
12. SD #68 District Elementary Teacher-Librarian Philosophy Statement.
13. SD #68 Policy #3810 School District Resource Centre.
14. SD #68 Procedure #7120p Co-ordinator - Curriculum Resources Centre.
15. SD #68 Procedure #7125p Co-ordinator - Library Services.
16. SD #68 Procedure #7160 Teacher-Librarian.
17. Computer printout of survey results.